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McDowall State School

Student Code of Conduct

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

Contact Information

Postal address:	1018 Rode Road McDowall
Phone:	07 3872 5333
Email:	admin@mcdowallss.eq.edu.au
School website address:	http://www.mcdowallss.eq.edu.au/
Contact Person:	Aminta Miller (Principal)

Endorsement

Principal Name:	Aminta Miller
Principal digital signature:	Aminta Miller
Date and time:	04.12.2025 9:15am

P&C President and-or School Council Chair Name:	John Bradley (P&C President)
P&C President digital signature:	John Bradley
Date and time:	04.12.2025 09:15am

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Purpose

McDowall State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The McDowall State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students feel safe and experience success and staff enjoy a safe workplace.

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Principal's Foreword

McDowall State School has a long and proud tradition of providing high quality education to all students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

McDowall State School has three core learning expectations, safety, respect and responsibility. McDowall State School has three core values, honesty, courtesy and knowledge.

Safety and collaboration: We understand that safety is everyone's responsibility. We know that by making safe choices we protect ourselves and those around us from harm. By working together, we are able to reach common goals. Our teachers share age-appropriate responsibilities, so we learn how to be safe and how to work together. We know that an environment that supports positive behaviour encourages change more effectively than one that focuses on negative behaviour. We understand that by connecting with others, it gives us a sense of belonging.

Responsibility: We all choose what we do with our lives, and we are responsible for these choices. The only person whose behaviour we can control is our own. Our behaviour is our best attempt to satisfy one or more of our needs. Our behaviour is made up of our doing, thinking, feeling and body talk. It is our job to learn to satisfy our needs in responsible ways.

Respect: We allow ourselves and others to do and be their best. It is our job to negotiate differences in constructive and peaceful ways and to accept that everyone has their own journey. We listen, encourage and trust that others are able to make the choice that is right for them. By using these habits, we create a mutually respectful atmosphere between all that are involved within our school including staff, students, parents/caregivers and visitors.

Courtesy and care**:** We care for ourselves, we care for others, we care for our learning, and we care for the environment. We recognise when our needs are not being met and choose behaviours that are helpful. We understand that to be healthy means that we must be self-aware and use self-management strategies. We recognise that caring for our body and our mind helps us to be our best self. We recognise that having connections with other people is important.

Honesty and kindness**:** Connection is at the heart of our work. We are present and listen to each other. We believe that everyone belongs and is an important part of our school. We show compassion to other people by being mindful and calm, considering how other people are thinking and feeling and by showing and sharing moments of gratitude. We show courage and build trust so that others understand that we are aware of ourselves, others and our world. We believe that one person has the power to make a difference.

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Knowledge, learning and resilience**:** Our teachers use effective classroom management, teaching for learning, parent and caregiver involvement, and believe that all students can learn, grow and achieve. We take responsibility by feeding up, back and forward in our learning so we can achieve to our potential. We make choices and take actions which lead us toward achieving our academic goals. We understand that learning is a journey and sometimes we find ourselves in the 'learning pit', but with a growth mindset, persistence and support, we climb out stronger and more capable than before. We understand that we need to show respect and good sportsmanship towards others when we achieve. We understand that competing against our personal best is a healthy way to do this.

These learning expectations and values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

McDowall State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of iPads, mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this McDowall State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

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P&C Statement of Support

As president of the McDowall State School P&C Committee, I am proud to support the reviewed Student Code of Conduct. The inclusive, transparent review led by Miss Miller and her team has ensured that parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the McDowall State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the McDowall State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of McDowall State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart in the document provides a starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the McDowall State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the McDowall State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

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School Captains' Statement

On behalf of the student body at McDowall State School, we endorse the Student Code of Conduct for 2026-2029. We thank the previous students who represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. For the remainder of the year, we will continue to work with the school administration team and the McDowall State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class teacher, however they are also invited to approach any of us directly.

School Captain:	Felicity	**Date:** 05.12.2025
School Captain:	Ryder	**Date:** 05.12.2025
Vice School Captain:	Joel	**Date:** 05.12.2025
Vice School Captain:	Norah	**Date:** 05.12.2025

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Consultation

The consultation process used to inform the development of the McDowall State School Student Code of Conduct occurred over time. Staff, students and parents and caregivers were invited to input.

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. Following feedback, the P&C Association unanimously endorsed the McDowall State School Student Code of Conduct for implementation in 2022.

Any families who require assistance to access a copy of the McDowall State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement
The McDowall State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle. This review occurred in 2025.

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Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

School Opinion Survey

The Parent, Student and Staff Satisfaction data is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

McDowall State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and McDowall State School expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs as required, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of McDowall State School expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations.

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	• interventions require little time of classroom teachers and are easy to sustain. • variations within each intervention are limited. • interventions are 'evidence-based' and are matched to the student's need. If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Intensive or individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (identifying the function of their behaviour) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA)/Identification of Behaviour of Concern that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at McDowall State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the

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use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing

McDowall State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked - students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the K–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at McDowall State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages and a sexuality and relationships education program.

Policy and expectations
Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

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Drug education and intervention
McDowall State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs
McDowall State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications
McDowall State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the office can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

McDowall State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health
McDowall State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention
McDowall State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, McDowall State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

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Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, McDowall State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, McDowall State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Team

McDowall State School is proud to have a comprehensive Student Support Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at McDowall State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal.

Role	**What they do to create and/or support safe, predictable routines and environments**
Classroom Teacher	• responsible for student welfare in each class • provides continuity of contact for students and their families. • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the year level and school • teaches the Personal and Social Capabilities to ensure children know how and why they behave.
Deputy Principals	• leadership of Student Support Team to promote an inclusive, positive school culture • responsible for student welfare in their year level sectors • provides continuity of contact for students and their families • ensures students feel safe and comfortable and want to come to school • monitors attendance, behaviour and academic data to identify areas of additional need • provides support to students, staff and parents/caregivers to assist with engagement in education • nurtures a sense of belonging in the school • provides social and emotional support for students, staff and parents/caregivers.
Head of Special Education Services	• provides leadership to promote an inclusive, learning culture • leads belonging and inclusion across the school • provides support for students, staff and parents/caregivers to enhance the educational experience for students • monitors and supports students with disabilities

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	• monitors and supports students, staff and parents/caregivers working on ICPs • provides support to students, staff and parents/caregivers to enable differentiation to support all students.
Head of Department - Curriculum	• provides curriculum leadership and support to develop ICPs and provide advice around curriculum, teaching and learning
Support Teachers	• provides Tier 1, 2 and 3 supports to students using co-teaching • monitors and supports students with disabilities • monitors and supports students, staff and parents/caregivers working on ICPs • provides support to students, staff and parents/caregivers to enable differentiation to support all students.
Teaching Assistants	• provide individual and group support to students to assist their engagement with education • ensure students feel safe and comfortable and want to come to school.
Speech Language Pathologist	• provides early intervention, testing and support for students with identified speech language needs.
State Schools Registered Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • monitors social and emotional wellbeing of students • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School Chaplain	• provides individual and group support to students to assist their engagement with education • provides pastoral care and social and emotional support for students and their families.
Defence School Mentor	• monitors the social and emotional wellbeing of Defence students • enhances awareness and appreciation of the unique Defence lifestyle in schools and communities • provides support to children during times of parental absence.
Student Wellbeing Officer	• provides individual and, at times, group support to students to assist their engagement with education • support students to overcome barriers to education such as, attendance at school, suspension/exclusion/referral for behaviour support, relationships/social skills, conflict with family/peers/teachers, social/emotional/physical wellbeing • provides support (prevention and early intervention programs to students and their families
Community Elder	• provides support and advice for students, staff and parents to enhance the educational experience for all students.

There are also regional and statewide support services also available to supplement the school. These include Principal Advisor Student Protection, Advisory Visiting Teachers and Senior Guidance Officers.

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Whole School Approach to Discipline

McDowall State School uses the multi-tiered system of support (MTSS) for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

McDowall State School uses an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At McDowall State School we believe discipline is about more than consequences. Discipline is a word that reflects our belief that student behaviour is part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the McDowall State School Student Code of Conduct is an opportunity to explain the MTSS framework with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations can be used in any environment, including the home setting for students. Doing everything, we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Differentiated and Explicit Teaching

McDowall State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at McDowall State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

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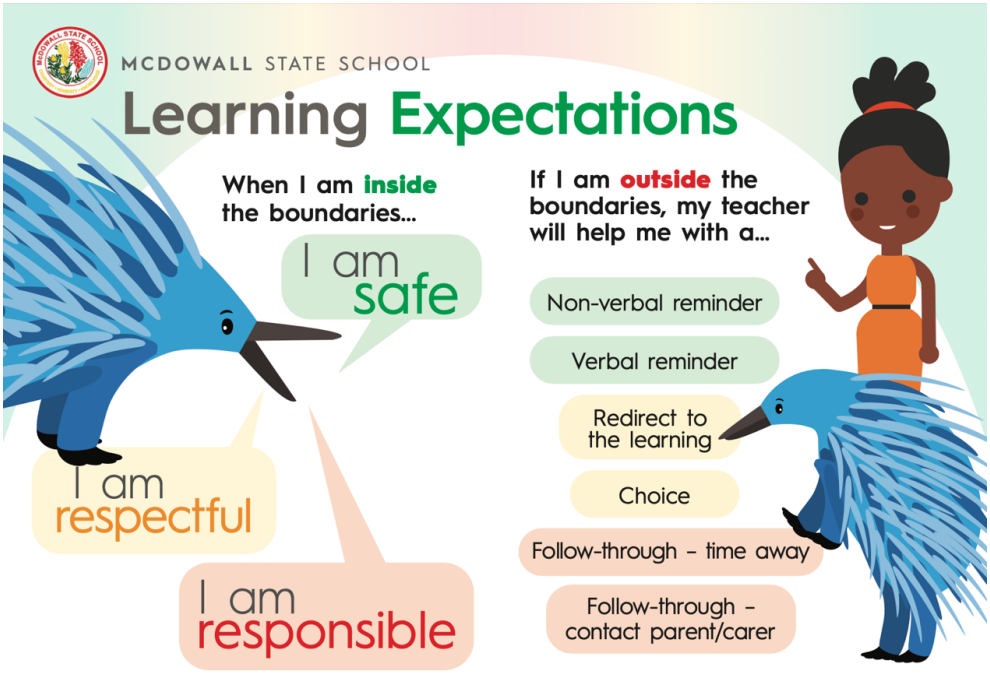
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses our school expectations and values as a basis for developing their behaviour standards. Using this framework, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed poster is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



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Whole school approach – School values and expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations in place for students, being safety and collaboration, responsibility, respect, courtesy and care, honesty and kindness, knowledge, learning and resilience.

Students
Below are examples of what these expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at McDowall State School.

Safety and collaboration

- I am trustworthy and trust other people in the group to be safe at all times.
- I respect other people's space and belongings.
- I look for opportunities to support and encourage others to do and be their best.
- I take on different roles for collaborative learning activities.
- I solve problems or challenges by negotiating with others.

Responsibility

- I am accountable for everything I do and say.
- I am prepared for class.
- I follow teacher directions.
- I ask for help when I need it.
- I complete my homework and set tasks on time.

Respect

- I speak politely to everyone – staff, students, visitors.
- I allow others to do and be their best.
- I listen to fellow students.
- I accept and negotiate differences.
- I use appropriate language at school.

Courtesy and care

- I care for others by supporting them – I check in on others – 'R U OK?'
- I use 'please' and 'thank you'.
- I am a role model for myself, my peers, my school and my community.
- I care for my learning by doing and being my best.
- I care for the environment by putting rubbish in the bins.

Honesty and kindness

- I listen to others.
- I show compassion to other people by being mindful and calm.
- I show and share moments of gratitude.
- I show courage and build trust.
- I recognise that I have the power to make a difference.

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Knowledge, learning and resilience

- I am responsible for my own work.
- I do quality work and focus on applying feedback and improving my work.
- I see mistakes as opportunities to learn.
- I make my own choices.
- I focus on achieving my personal best rather than competing with others.

Parents/caregivers and staff

The following table explains the McDowall State School values for parents/caregivers when visiting our school and the standards we commit to as staff.

Safety and collaboration

What we expect to see from you	What you can expect from us
• You share relevant information about your child's learning, social and behavioural needs with school staff.	• We will share relevant information with you about your child's learning, social and behavioural progress at school.
• You take a positive, solution-focused approach to resolving complaints.	• We will nominate a contact person for you to work with to resolve a school related complaint.

Responsibility

What we expect to see from you	What you can expect from us
• You respect the obligation of staff to maintain student and family privacy.	• We will maintain confidentiality about information relating to your child and family.
• You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	• We will create a safe, supportive and inclusive environment for every student.
• You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	• We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
• You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent/caregiver.	• We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents/caregivers.

Respect

What we expect to see from you	What you can expect from us
• You make an appointment to speak with the class teacher or deputy principal to discuss any matters relating to your child.	• We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
• You are respectful in your conversations at home about school staff.	• We will ensure positive behaviours are role modelled for all students.
• You leave and collect your child from the designated area at school.	• We will give clear guidance about a designated area for parents/caregivers to leave and collect students.
• You respect school, student and staff privacy in your online communications.	• We will act quickly to address social media issues that affect staff, students or families.

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Courtesy and care

What we expect to see from you	What you can expect from us
• You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	• We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
• You help your child to see the strengths and benefits in diversity and difference in their classmates.	• We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
• You notice when others need help, parents/caregivers, staff and students, and ask if there is anything you can do to assist.	• We will check in with you about your child's needs or any support your family may require.

Honesty and kindness

What we expect to see from you	What you can expect from us
• You support your child to be kind, to be present and to listen to other's viewpoints	• We listen and respond to all communication.
• You show compassion to other people by being mindful and calm, considering how other people are thinking and feeling and by showing and sharing moments of gratitude.	• We demonstrate that everyone belongs and that your child is an important part of our school.

Knowledge, learning and resilience

What we expect to see from you	What you can expect from us
• You support your child to meet the learning and behavioural expectations at school.	• We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
• You stay informed about school news and activities by reading the school newsletter, class newsletter, curriculum newsletter and other materials sent home by school staff.	• We will use the electronic school newsletter as the primary means of notifying parents/caregivers about school news, excursions or events. Classes will use their newsletters and curriculum newsletters to keep parents/caregivers informed as to what is being taught and relevant class news.

Whole school approach – Essential Skills for Classroom Management

Classroom Management refers to teachers' practice as well as student behaviour. Positive classroom climate, positive interpersonal relationships, clarity and consistency of expectations and consequences (both positive and negative) all work together to create an efficient and disciplined learning environment.

At McDowall State School, we believe that when all staff consistently use the 10 Essential Skills for Classroom Management (ESCM), then time spent on 'managing conversations' is reduced and time spent on 'learning conversations' is increased. More effective learning conversations and experiences, i.e. clear expectations, clear instructions and well-sequenced pedagogy, also reduce time spent on managing conversations.

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Essential Skills for Classroom Management

Skill1	Establishing Expectations
Skill 2	Giving instructions
Skill 3	Waiting and scanning
Skill 4	Cueing with parallel acknowledgement
Skill 5	Body language encouraging
Skill 6	Descriptive encouraging
Skill 7	Selective attending
Skill 8	Redirecting to the learning
Skill 9	Giving a choice
Skill 10	Following through

Whole school approach – Teaching of expectations – School expectations

A set of behavioural expectations in specific settings has been attached to each of our school expectations. This school wide, Expectations – Teaching matrix, aim to ensure that all students and staff share a common language to discuss behaviour and have a clear understanding of each of these expectations for behaviour.

Expectations – School expectations – Teaching matrix

School expectations	Respect for self - I am safe	Respect for others - I am respectful	Take responsibility for actions - I am responsible
Uniform	All McDowall State School students are expected to follow the school code of dress in all settings.		
All areas	• I keep my hands, feet and objects to myself. • I follow the Helping Hands steps to manage when I don't like what is happening. • I always stay inside school boundaries. • I always move safely. • I wait my turn. • I encourage others to act in a safe manner. • I wait in the supervised area until the first bell. • I follow the first bell and second bell rules. • I walk my bike/scooter in the school grounds. • I check my mobile phone in at the office and put any other technology devices in the classroom when in the school grounds. • I follow road and bike safety to and from school.	• I respect my own and others personal space and property. • I keep hurtful and bullying actions out of our school. • I follow staff directions. • I use polite, encouraging and appropriate language at all times, with all members of the school community. • I use all equipment and facilities appropriately. • I encourage others to be respectful. • I wear correct school uniform.	• I am an active listener. • I am an active participant. • I am responsible. • I am punctual and organised for all learning activities. • I encourage others to be active learners.
Learning environments	• I enter classrooms only in the presence of a staff member. • I leave only with permission. • I follow all directions from staff and water safety rules when in the pool area. • I follow IT Code of Conduct and protective behaviours when using devices and the internet at school.	• I am inclusive and cooperative with others. • I respect the right of others to learn. • I raise my hand to speak. • I use active listening skills. • I always use manners. • I care for others and their property. • I care for school equipment and furniture.	• I am in class on time. • I am prepared with all equipment, including technology. • I am an active participant. • I always do my best. • I ask for support when I need it. • I follow classroom rules. • I know my learning goals and next steps.

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Expectations – School expectations – Teaching matrix

School expectations	Respect for self - I am safe	Respect for others - I am respectful	Take responsibility for actions - I am responsible
		• I speak at an appropriate volume.	
Online/iPad environment, including smart watches	• My device is used in learning settings only. • My iPad is used with staff supervision. • I demonstrate personal safety when interacting online, i.e. not sharing private/personal information. • I report unsafe online behaviours to a teacher. • I use school approved apps only.	• I only access my device. • I follow internet agreement terms. • I only comment in a positive or kind manner online. • I seek permission before taking photos on my iPad. • I sign in my mobile phone at the office.	• I have all my apps downloaded. • I organise my apps into home and school folders. • I use my own log in, username and passwords. • If I bring my own iPad, I bring my iPad every day with at least 80% charge.
Library	• I walk in the library. • I stay in the student areas only. • I care for books and resources. • I pack away all items when I have finished with them.	• I use a quiet, inside voice. • I return books to the 'returns box' when due. • I use games and equipment respectfully and pack up when the bell rings.	• I am an active listener during lessons. • I bring an appropriate library bag or folder for borrowing. • I return books on time.
Assembly	• I walk in and out of the hall quietly. • I sit and follow staff instructions. • I keep my hands and feet to myself.	• I enter hall on time and sit quietly throughout the assembly. • I remove my hat when entering the hall. • I consider others' personal space when seated. • I listen to speakers. • I celebrate appropriately, clapping appropriately.	• I pay attention to important messages shared. • I acknowledge everyone's successes. • I stand quietly, with hands by my side during National Anthem, Acknowledgement of Country and School Creed.
Oval, playgrounds and undercover areas	• I always wear my hat and shoes in all outdoor areas. • I play by the rules. • I report any issues to a duty teacher. • I participate in school approved games. • I always walk on the concrete. • I take care of, and return, equipment to the correct area.	• I play fairly and inclusively. • I share equipment and play areas. • I invite others who want to join in. • I follow staff instructions. • I take care of borrowed equipment. • I speak positively to others. • I care for the environment. • I am considerate of others when I am outdoors during learning times.	• I try new games and activities. • I support others during games. • I problem solve respectfully. • I consider others' play ideas.
Eating time	• I sit while eating. • I only eat my own lunch.	• I place all rubbish in the bins and leave the area tidy. • I stay seated until dismissed.	• I care for the environment and my own health.
Tuckshop	• I line up in single file at the Tuckshop. • I walk to the tuckshop when dismissed by duty teacher after eating time. • I keep my hands and feet to myself. • I eat purchased items from the tuckshop in the eating area. • I only purchase items that I intend to eat myself	• I speak politely to the Tuckshop staff. • I wait patiently for my turn. I only line up if I am ordering or collecting food. • I place tuckshop orders in on time. • I only collect our class tuckshop box and take items that belong to me.	• I follow Tuckshop procedures. • I think and plan before ordering. • I visit the tuckshop with plenty of time before the bell rings.

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Expectations – School expectations – Teaching matrix

School expectations	Respect for self - I am safe	Respect for others - I am respectful	Take responsibility for actions - I am responsible
Walkways and stairs	• I don't use balls or play after the bell. • I only use the verandahs during breaks with teacher's permission. • I always keep the verandahs clear and tidy. • My bag always remains on the bag racks. • I walk on pathways and collect rubbish for the bins.	• I walk quietly so others can continue learning. • I move quietly and with purpose throughout the school. • I give way to adults, share pathways with others and wait my turn. • I greet visitors and adults as I pass. • I care for others' property.	• I take the most direct route. • I move in an orderly manner. • I stay with my group as required.
Toilets	• I go to the toilets with a partner. • I use the toilets appropriately. • I wash my hands with soap and water.	• I allow for privacy of others.	• I return to class promptly. • I go to the toilet and have a drink when the first end of play bell rings, or before. • I report any problems to a teacher. • I am Water Wise.
Before school	• I arrive at or after 08:00. • I sit down. • I stay in my area. • My devices and sporting equipment remain in my bag. • When the bell sounds, I walk safely to class.	• I follow staff instructions. • I sit quietly while talking to friends.	• I set good examples for peers. • I visit bathroom and get a drink before bell rings.
Pick-up/Drop off zones	• I always exit and enter car on the side nearest to footpath. • I look both ways before stepping into car zones. • I move straight to the Terraces or the Courtyard before school. • I walk cautiously, but directly to destination (school or car). • I move straight to the pick-up zones after school.	• I move to the collection point as quickly as possible. • I am alert and ready for collection – keeping my belongings in bag. • I stay on the seating and pathways at the pick-up area. • I keep pathways clear. • I listen to staff instructions.	• I keep iPads/ devices/ toys/ belongings in my school bag. • I model safe and respectful behaviour for other students. • I wait patiently. • I return to the office if I have not been collected by 15:15.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

Whole school approach – Reinforcing expected behaviour

At McDowall State School, communication of our key messages about behaviour is followed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Formal recognition of expected behaviours is provided on the spot to students using descriptive encouraging. Some teachers choose to recognise this through Learner of the Week. Expected behaviours also form part of the Student Leadership Process for Junior and Senior badge holders. This recognition is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement through the ESCM training.

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Classroom teachers nominate students from their class to receive a Learner of the Week Award. This is presented to students at school assemblies or during debriefing.

Whole school approach – Re-directing low-level and infrequent problem behaviours

When a student exhibits low-level and infrequent problem behaviours, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

Play is the Way

Play is the Way supports students experiencing challenges with their peers during break times and places them in a more structured play environment. The deputy principal or sector leader are consulted if a teacher wishes to recommend a student for this group. Teachers supervising these duties model and encourage students to interact appropriately with their peers.

Play is the Way is a practical methodology for teaching social and emotional learning using guided play, classroom activities, self-reflection and an empowering language – behaviour education using wisdom, not force.

Play is the Way aims to help the staff, students and parents/caregivers of a primary school create a safe learning environment in which students train to be independent, self-managing, self-motivated learners in persistent pursuit of their personal best and able to get along with each other – to help develop students with empathy, good character and decency with the social and emotional competencies to live and learn well.
Play is the Way is a games-based program that teaches children to:

- Respond appropriately to the thrill of success and the disappointment of failure
- Develop the skills of self-regulation
- Use a common language to discuss their interactions
- Value effort and application in the pursuit of success

There are 5 elements that make up the Play is the Way Life Raft:

1. Treat others as you would like them to treat you – If someone is unlike you, seek to understand them.
2. Have reasons for the things you do and say – If you don't know why you are doing something, your thinking is not in control, and it will most likely be unsafe.
3. Pursue your personal best no matter who you work with – We don't come to school to be better than others, we come to school to better ourselves by working with others.

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4. Be brave – Participate to progress – School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.
5. It takes great strength to be sensible – We do the right thing, because it's the best thing to do.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at McDowall State School to provide focused teaching. Focused teaching is aligned to the Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

McDowall State School has a range of Student Support Team staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Play is the Way
- Identification of Behaviour of Concern
- Student observations

Play is the Way

Play is the Way supports students experiencing challenges with their peers during break times and places them in a more structured play environment. The deputy principal or sector leader are consulted if a teacher wishes to recommend a student for this group. Teachers supervising these duties model and encourage students to interact appropriately with their peers.

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of their personal best and able to get along with each other – to help develop students with empathy, good character and decency with the social and emotional competencies to live and learn well.
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- Develop the skills of self-regulation
- Use a common language to discuss their interactions
- Value effort and application in the pursuit of success

There are 5 elements that make up the Play is the Way Life Raft:

6. Treat others as you would like them to treat you – If someone is unlike you, seek to understand them.
7. Have reasons for the things you do and say – If you don't know why you are doing something, your thinking is not in control and it will most likely be unsafe.
8. Pursue your personal best no matter who you work with – We don't come to school to be better than others, we come to school to better ourselves by working with others.
9. Be brave – Participate to progress – School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.
10. It takes great strength to be sensible – We do the right thing, because it's the best thing to do.

Individual Behaviour of Concern

This questionnaire is completed by staff who have had recent ongoing contact with the student. Information gathered from the questionnaire can be used to help formulate an Individual Behaviour Support Plan (IBSP) to better prevent and manage the challenging behaviours displayed and/or prepare a letter to support a specialist appointment.
The questionnaire –

- identifies the behaviours of concern and the frequency, intensity and duration of those behaviours
- defines a broad category of the behaviour (Respect, Responsibility, Safety, Learner, Resilience)
- identifies the purpose of the Behaviour of Concern (what the student is trying to access (get) or avoid (get out of) by choosing the behaviours)

Student Observations

Student observations are conducted by a member of the Student Support Team. An observation will capture information from a 20–30-minute period, that includes the modelled-shared-guided phase of a lesson. The information gathered will be presented in a feedback session with the classroom teacher and can be used to support completion of identification of behaviour of concern, letter to support a specialist appointment and Individual Behaviour Support Plans.

For more information about these programs, please speak with the Head of Special Education Services.

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Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

McDowall State School is committed to educating all students, including those with intensive needs. We recognise that students with complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

This school-based approach has a referral system in place. Following the initial referral, parents/caregivers are contacted, and any relevant staff members, to form a team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the Student Support Team.

Students who require intensive teaching will be assigned a staff member, who will oversee the coordination of their program or plan, communicate with stakeholders and directly consult with the student. In most cases their behaviour is not regarded as severe, but the frequency of the behaviour may put the child and other students learning and social success at risk.

The following programs have been developed to respond to these needs. These programs increase the student's opportunities to receive positive contact with adults and allow for the delivery of intensive social skill training and/or adult mentoring. The programs are coordinated by a team that includes the principal, deputy principal, teachers and the guidance officer. All members of the team are involved in continuous professional development to develop the programs and reporting responsibilities.

Students attend their normal classes and activities with appropriate adjustments if required. They have increased daily opportunities to receive positive contact with adults, additional support to check-in/check-out and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

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Students whose behaviour does not improve after participation in intensive teaching, may be an indicator for specialised intervention.

The sector deputy principal:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined in student plans
- works with the School Administration to achieve continuity and consistency.

Programs or plans that may be implemented include:

- Individual Behaviour Support Plans
- Supported Play Plan
- Risk Evaluation Plan
- Student Monitoring Card – Success Plan

Individual Behaviour Support Plan

An Individual Behaviour Support Plan (IBSP) documents the evidence-based, proactive and positive behaviour supports implemented by school staff to shape and promote productive student behaviours. They are typically developed as a structured, systemic response to assist students with complex behaviours or unproductive behaviours which are frequent and or intense. The plan will identify a behaviour of concern and document the operational - relationship strategies, curriculum changes and organisational strategies that may assist the student to change the behaviour of concern.

Supported Play Plan

If a child is identified as requiring a Supported Play Plan (SPP), the deputy principal adjusts the playground duty roster to manage this support. The assigned supported play support teacher or teaching assistant attends the play area with the student as an additional support person. Teachers supervising these duties model and encourage students to interact appropriately with their peers.

Risk Evaluation Plan

A risk evaluation plan (REP) will be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

The plan documents the likelihood and impact of the behaviour, the level of risk, and the adjustments in place.

Student Monitoring Card – Success Plan

A student may be identified as benefitting from a student monitoring card. The monitoring card is managed by the child and their teacher. Students set a personal goal to achieve on a daily or weekly basis. This card becomes the student's Success Plan. The Success Plan is the student's way of monitoring and recording success and achievement. This Success Plan can also enable the student to work towards re-entering the regular play environments. This plan would be a part of the Individual Behaviour Support Plan for the student.

Legislative Delegations

In this section of the McDowall State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- Commonwealth Disability Standards for Education 2005 (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- *Human Rights Act 2019* (Qld)
- *Information Privacy Act 2009* (Qld)
- *Judicial Review Act 1991* (Qld)
- *Right to Information Act 2009* (Qld)
- *Police Powers and Responsibilities Act 2000* (Qld)
- *Workplace Health and Safety Act 2011* (Qld)
- Workplace Health and Safety Regulations 2011 (Cwth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- *Education (General Provisions) Act 2006* Director-General's delegations
- *Education (General Provisions) Act 2006* Minister's delegations
- *Education (General Provisions) Act 2006* Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

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Disciplinary Consequences

The disciplinary consequences model used at McDowall State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. 'Remember, we walk quietly to our seats')
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Balanced model of positive (acknowledgement) to negative (correction) or feedback to class (Ratio of 5 positives to 1 negative commentary or feedback to class)
- Corrective feedback (e.g. Remember to put your hand up when you want to ask a question')
- Expectation reminders (e.g. 'When the bell goes, stay seated until I dismiss you')

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- Refer to class learning expectations
- Explicit behavioural instructions (e.g. 'Pick up your pencil')
- Proximity
- Selective attending of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection to expectation and/or learning
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Cueing with parallel acknowledgement
- Reduce/limit verbal language
- Break down tasks or instructions into smaller chunks
- Provide positive choice of task order (e.g. 'Which one do you want to start with?')
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. 'I'm not sure what is the next step, who can help me?')
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Follow learning expectations for inappropriate behaviour
- Reminder of more serious consequences (e.g. removal from classroom)

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Supported play
- Alternative break arrangements
- Functional Behaviour Assessment (Individual Behaviour of Concern)
- Individual student behaviour support strategies
- Targeted skills teaching in small group
- Counselling and guidance support
- Self-monitoring plan
- Check in/Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team-based problem solving
- Stakeholder meeting with parents/caregivers and external agencies

Intensive

School leadership teamwork in consultation with Student Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. iPad, mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

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- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At McDowall State School, the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted, or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from McDowall State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

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Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure
The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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School Policies

McDowall State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of iPads, mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at McDowall State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco, cigarettes and vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star

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knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at McDowall State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police.
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove an iPad or mobile phone from a student are not authorised to unlock the iPad, phone or to read, copy or delete messages stored on the iPad or phone.
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency).
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at McDowall State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the McDowall State School Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect.
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

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Students of McDowall State School

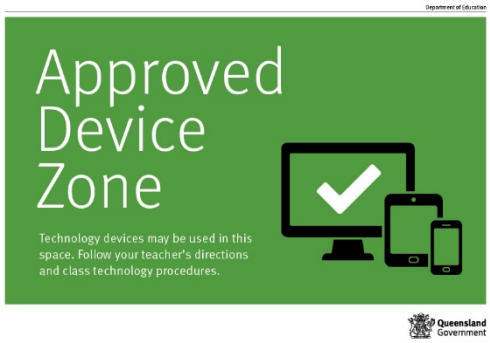
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the McDowall State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect.
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of iPads, mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like iPads, mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, McDowall State School has determined that explicit teaching of responsible use of iPads, mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

The responsibilities for students using iPads, mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at McDowall State School to:

- use iPads or other devices for
    - assigned class work and assignments set by teachers

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    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at McDowall State School to:

- use an iPad, mobile phone or other devices in an unlawful manner
- use an iPad, mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage iPads, computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone/in-iPad cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use an iPad, mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use iPads or mobile devices during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the McDowall State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
    - schools may remotely access departmentally owned student computers or mobile devices for management purposes
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
    - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

McDowall State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

McDowall State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at McDowall State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At McDowall State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions McDowall State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

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McDowall State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

Cyberbullying is treated at McDowall State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at McDowall State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Dean of Students, Malcolm Smith.

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McDowall State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.

Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

Report
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cyber safety and Reputation Management (CRM)
The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services
McDowall State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at McDowall State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

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McDowall State School – Anti-Bullying Compact
The Anti-Bullying Compact provides a clear outline of the way our community at McDowall State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment and may be revisited with individual students if problems around bullying arise.

McDowall State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at McDowall State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?
Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary
A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?
If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?
Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

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Restrictive Practices

School staff at McDowall State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate, and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for consequences or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

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Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

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Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

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Conclusion

McDowall State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.
In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an

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independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Complaints and grievances management policy.

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